

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SW648: End of Life: Implications and Challenges for Practice Section 01
Spring 2019**

Instructor: Professor Tracy Schroepfer
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Class Day: Tuesday Time: 1:20pm-3:15pm
Credits: 2 Location: Engineering Hall, 1209
Instructional Mode: Face-to Face

Canvas Course URL: <https://canvas.wisc.edu/courses/139865>

I. Course Description

End-of-Life: Implications and Challenges for Practice is an elective course. This course focuses on social work practice with children, adolescents, adults and elders who have a terminal illness, as well as their families.

Attributes and Designations: This course counts as Liberal Arts and Sciences credit in L&S.

Requisites: None

How Credit Hour is Met: This class meets for one 155-minute period each week over the spring semester and carries the expectations that students will work on course learning activities (readings, studying, writing) for approximately four hours out of the classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

This three-part elective course open to undergraduate BSW and MSW students is designed to provide the knowledge base and practice skills necessary for working effectively with terminally ill individuals of all ages and their families. In Part 1, background information is provided on the shifting patterns of death and dying throughout American history, the theories constructed to assist professionals caring for terminally ill individuals, and the various end-of-life models of care. In Part 2, students are provided with opportunities via readings, discussions and exercises to develop a self-awareness of the values and beliefs they hold towards dying and death. Developing this self-awareness is key to working effectively with terminally ill individuals and their families. In Part 3, knowledge and practice skills are covered regarding the assessment and fulfillment of the psychosocial, spiritual and cultural needs of children, adolescents, adults and elders who have a terminal illness, as well as their families. Students will grapple with ethical issues that surface at end-of-life, learn about the types of grief, and develop skills for mediating and facilitating final planning for dying and death.

III. Course Competency, Description and Dimensions Chart

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. Course Content

Week 1: January 22

Topic:

- Overview of Course, Syllabus & Grading
- Goals of Dying & Death Education
- Opening Reading
- Course Terminology

In-Class Activities

- Video & Discussion: Ain't the Way to Die
- Opening Reading & Discussion: The professional & the personal

Required Readings:

- No readings required for today

PART 1: Foundational Information

Required Reading: Introducing Death Awareness: Introduction and Background in *Final Gifts*, pages 1-63

Week 2: January 29

Topic: History of Dying and Death in the United States

- Opening Reading
- Dying Trajectories & Legal Battles
- Medical versus Holistic Model of EOL Care
- Importance of Culture in EOL Care

In-Class Activities

- Opening Reading & Discussion: Treating individuals who are dying as living beings
- Video & Discussion: *Why African-American Seniors are Less Likely to Use Hospice*

Required Readings:

- *Social Work in End-of-Life and Palliative Care*: Chapter 1, pp. 1-18.
- Ferrell, B., Taddle, M.L., Melnick, A., & Meier, D. E. (2018). National consensus project clinical practice guidelines for quality palliative care guidelines, 4th edition. *Journal of Palliative Medicine*, 21(12), 1684-1689.

Week 3: February 5

Topic: Coping With Dying & Death: Theoretical Approaches

- Opening Reading
- End-of-Life Theories
- Strengths & Limitations of Theories
- Theories & Acknowledgement of Diversity
- Integrating Theory into Practice

In-Class Activities

- Opening Reading & Discussion: People who are dying will tell all you need to know – how do we listen such that we can hear
- Discussions: For each theory, discussion on how social workers can use the theory in practice. What are the pros and cons? Does the theory acknowledge the diversity of those who are dying?

Required Readings:

- Doka, K. J. (2013). Historical and contemporary perspectives on dying. In D. K. Meagher & D.E. (Eds.), *Handbook of thanatology* (pp. 17-23). Routledge.
- Kübler-Ross, E. (1970). The care of the dying—whose job is it? *Psychiatry in medicine*, 1(2), 103-107.

Week 4: February 12

Topic: End-of-Life Models of Care

- Opening Reading
- Definitions & Goals
- Strengths and Limitations
- Healthcare Disparities

In-Class Activities

- Opening Reading & Discussion: Even under the most difficult circumstances, the importance of dying with dignity - being treated as a living human being and not dying alone
- Video & Discussions: Controversy over providing hospice services to prisoners

Required Readings:

- Finke, B., Bowannie, T., & Kitzes, J. (2004). Palliative care in the pueblo of zuni. *Journal of Palliative Medicine*, 7(1), 135-143.
- Hospice Foundation. (Updated 2018) *NHPCO facts and figures: hospice care in America*. Retrieved August 18, 2017, National Hospice and Palliative Care Organization website http://www.nhpc.org/sites/default/files/public/Statistics_Research/2015_Facts_Figures.pdf
- Hospice Foundation. (2015) *NHPCO facts and figures: Pediatric palliative & hospice care in america*. Retrieved August 18, 2017, National Hospice and Palliative Care Organization website. https://www.nhpc.org/sites/default/files/public/quality/Pediatric_Facts-Figures.pdf

Week 5: February 19

CRITICAL FILM PAPER DUE PRIOR TO CLASS

Topic: Ethical Issues

- Opening Reading
- Ethics: What They Are & Are Not
- Confidentiality, Autonomy, Self & Familial Determination
- The Role of Prejudice & Discrimination in EOL Care

In-Class Activities

- Opening Reading & Discussion: For individuals who are terminally ill, who makes the decision as to how much information they should have about their condition
- Extremis Documentary Video & Discussion: What are the potential ethical issues that arose; what were the strengths and challenges of the ICU staff
- Discussion: What are the impacts of historical and continued racism, sexism, heterosexism and other “isms” on access to healthcare?

Required Readings:

- Black, K. & Csikai, E. L. (2015). Dying in the age of choice. *Journal of Social Work in End-of-Life & Palliative Care, 11*, 27-49.
- Maingi, S., Bagabag, A.E., & O’Mahony, S. (2018). Current best practices for sexual and gender minorities in hospice and palliative care settings. *Journal of Pain and Symptom Management, 55*(5), 1420-1427.

PART 2: Self-Awareness

Required Reading: Introducing Death Awareness: What I am Experiencing in *Final Gifts*, pages 65-124

Week 6: February 26

Topic: Coping With Dying & Death: The Professional, Part 1

- Opening Reading
- Values at End of Life
- Grief Reflections
- Ethical Dilemmas & Boundary Reflections
- Mid-Term Evaluation

In-Class Activities

- Opening Reading & Discussion: How to insure that the voice of a dying patient is heard
- Discussion: Second 60 pages of *Final Gifts*
- Go Wish Game: Values at End of Life
- Grief Reflection Activity: Self-reflection on how we grieve and the influential experiences that led us to do it that way
- Discussion: Reflecting on one’s own potential ethical dilemmas and boundaries

Required Readings:

- Jankowski, J.B. (2013). Professional boundary issues in pediatric palliative care. *American Journal of Hospice & Palliative Medicine*, 31(2), 161-165.
- Sanders, S, Bullock, K., & Broussard, C. (2012). Exploring professional boundaries in end-of-life care: Considerations for hospice social workers and other members of the team. *Journal of Social Work in End-of-Life & Palliative Care*, 8, 10-28.

Week 7: March 5

OBITUARY & PAPER DUE

Topic: Coping With Dying & Death: The Professional, Part 2

- Opening Reading
- Writing Our Obituary
- Support Assessment
- Self-Care Assessment

In-Class Activities

- Opening Reading & Discussion: Saying goodbye to our patients
- Obituary Activity: Small group sharing of students' obituaries followed by large group discussion regarding what was learned through writing one's obituary
- Ecomap Activity: Through use of an ecomap, students learn to use this tool for work with clients
- Self-Care Reflection Activity

Required Readings:

- Heggestad Obituaries (2017). Retrieved from <https://madison.com/news/local/obituaries>.
- Quinn-Lee, L., Olson-McBride, L., & Unterberger A. (2014). Burnout and death anxiety in hospice social workers. *Journal of Social Work in End-of-Life & Palliative Care*, 10(3), 219-239.
- Clark, E. (2018, Jan. 4). Loss and suffering: The role of social work. *The New Social Worker*. <https://www.socialworker.com>.

Week 8: March 12

ADVANCE DIRECTIVE & PAPER DUE

Topic: Coping With Dying & Death: The Professional, Part 3

- Opening Reading
- Comfort with End-of-Life Planning
- Advance Directive Cultural Challenges
- Differences in Available Advance Directives

In-Class Activities

- Opening Reading & Discussion: Spirituality & Life-Threatening Illness
- Advance Directive Activity: Small group sharing of students' completed advance directives followed by large group discussion regarding the role of culture, feelings in completing it and the role of family

Required Readings:

- Bullock, K. (2011). Advance directives from a social work perspective: Influence of culture and family dynamics. In T. Altilio & S. Otis-Green (Eds.), *Oxford Textbook of Palliative Social Work* (pp. 625-635). Oxford: University Press.
- Hoffman, J. (March 28, 2015). Teenagers face early death, on their terms. *The New York Times*. <https://well.blogs.nytimes.com/2015/03/28/teen-advance-directive-end-of-life-care/>

Week 9: March 19 No Class - Spring Break

PART 3: Practice Skills

Required Reading: Introducing Death Awareness: What I Need for a Peaceful Death in *Final Gifts*, Pages 125-218

Week 10: March 26

ETHICAL ISSUE PAPER TOPIC APPROVED

Topic: The Dying Experience

- Opening Reading
- Discussion: Second set of pages of *Final Gifts*
- Signs and Symptoms of Active Dying
- Physical, Spiritual, Cultural & Psychosocial Aspects of the Dying Process

In-Class Activities

- Opening Reading & Discussion: *Striped Pants and Flower Shirts*
- Discussion: Second 60 pages of *Final Gifts*
- Video & Discussion: 203 Days (Jewish family matriarch's final 203 days of life)

Required Readings:

- ~ *Social Work in End-of-Life and Palliative Care*: Chapter 2, pgs. 19-42.
- ~ *Agrace caregiver guide: active dying*. (2015). Madison, WI: Agrace Educational Institute.
- ~ Turner-Weeden, P. (1995). Death and dying from a Native American perspective. *The Hospice Journal*, 10(2), 11-13.

Week 11: April 2

Topic: Communication

- Opening Book Reading
- Communication Goals & Approaches
- Difficult Conversations
- Cross Cultural Communications
- Effective Communication Practices

In-Class Activities

- Opening Book Reading Discussion: How we talk with children about dementia and dying
- Discussion: Clarifying questions
- Video & Discussion: Difficult Conversations in Pediatric Palliative Care

Required Readings:

- ~ *Social Work in End-of-Life and Palliative Care*: Chapter 3, pgs. 43-62.
- ~ Baile, W. F., Buckman, R., Lenzi, R., Glober, G., Beale, E. A., & Kudelka, A. P. (2000). SPIKES—a six-step protocol for delivering bad news: application to the patient with cancer. *The oncologist*, 5(4), 302-311.

Week 12: April 9

ETHICAL ISSUE PAPER DUE

Topic: Intervention

- Opening Book Reading
- Practice
- Intervention Considerations & Practices with Vulnerable Populations

In-Class Activities

- Opening Book Reading Discussion: *Ida Always*
- Video & Discussion: Full Circle
- Discussions: Importance of tailoring interventions
- Discussion: The issue of live discharges from hospice?

Required Readings:

- ~ Arthur, D. P. (2015). Social work practice with LGBT elders at end of life: Developing practice evaluation and clinical skills through a cultural perspective. *Journal of Social Work in End-of-Life & Palliative Care*, 11, 178-201.
- ~ McKenzie, N., Mirfin-Veitch, B., Conder, J. & Brandford, S. (2017). I'm still here: Exploring what matters to people with intellectual disability during advance care planning. *Journal of Applied Research in Intellectual Disabilities*, 39(6), 1089-1098.

Week 13: April 16

Topic: Violent & Sudden Death

- Trauma
- Effective Practice Strategies

In-Class Activities

- Opening Book Reading Discussion: *Fall of Freddie the Leaf*
- Discussion: Unexpected Loss

Required Readings:

- ~ Festa, D. (2017). Compassionate death telling in sudden and traumatic deaths. In N. Thompson, G. R. Cox, & R. G. Stevenson (Eds.), *Handbook of traumatic loss* (pp. 141-150). New York:Routledge.

- ~ Mowll, J., Lobb, E. A., & Wearing, M. (2016). The transformative meanings of viewing or not viewing the body after sudden death. *Death Studies*, 40(1), 46-53.
- ~ Rynearson, E. K., Johnson, T. A., & Correa, F. (2016). The horror and helplessness of violent death. In R. S., Katz & T. A. Johnson (Eds.), *When professionals Weep: emotional and countertransference responses in palliative and end-of-life care* (2nd ed.) (pp. 91-103). New York: Routledge.

Week 14: April 23

Guest Speaker: Jessica Shiveler, LCSW

Topic: Children, Adolescents & Family

- Communication Strategies
- Effective Practice Strategies

In-Class Activities:

- Discussion: Practices for working with children who are grieving

Required Readings:

- ~ DeDiego, A.C., Wheat, L.S. & Fletcher, T.B. (2017). Overcoming obstacles: Exploring the use of adventure based counseling in youth grief camps. *Journal of Creativity in Mental Health*, 12(2), 230-241.
- ~ Wiener, L., Zadeh, S., Wexler, L. H., & Pao, M. (2013). Commentary: When silence is not golden: engaging adolescents and young adults in discussions around end-of-life care choices. *Pediatric Blood Cancer*, 60, 715-718.

Week 15: April 30

Topic: Grief & Bereavement

- Opening Book Reading
- Types of Grief
- Grief versus Depression
- Role of Culture in How One Grieves
- Effective Practice Strategies

In-Class Activities

- Opening Book Reading Discussion: *Tear Soup*
- Discussion: Last 94 pages of Final Gifts
- Discussion: How to honor and advocate for a client's cultural grieving practices

Required Readings:

- ~ *Social Work in End-of-Life and Palliative Care*: Chapter 6, pp. 124-154.

FINAL REFLECTION PAPER DUE BY NOON ON MAY 6

V. Texts and Reading Materials for the Course

The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library:

- Reith, M., & Payne, M. (2009). *Social work in end-of-life and palliative care*. Chicago: Lyceum Books, Inc.

The following required book can be purchased online.

- Callanan, M., & Kelley, P. (2012). *Final gifts*. New York: Simon & Schuster.

Additional required will be available through the SW648 Canvas course website

VI. Evaluation: Assignments, Grading and Methods

Grading Scale & Standards:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate-level work
64-69	D	Below expectations in all areas, not acceptable graduate-level work
<64	F	Fails to meet minimum expectations in all areas

Assignments:

Assignment	Due Date	Points/Percentages
Critical Film Discussion Paper	Week 5: February 19	25 points
Obituary & Paper	Week 7: March 5	15 points
Advance Directive & Paper	Week 8: March 12	15 points
Ethical Issue Approval	Week 10: March 26	2 points
Ethical Issue Paper	Week 12: April 9	23 points
Final Reflection	Week 14: May 6	20 points
Total Points		100 points

Assignment Instructions & Grading Rubrics:

1. Critical Film Discussion Paper

Purpose of Assignment

A key goal of this course is to provide you with a deeper awareness and understanding of the contemporary end of life issues; however, it is not possible to cover all issues in class lectures and required readings. This assignment affords you the opportunity to choose and learn more about a particular issue of interest to you, and to do so through the medium of films. Oftentimes when issues are presented in a classroom environment, the emotional component and voices of those experiencing the issue can be lost. Films, however, tend to capture these missing components. It is also key that you learn to make the connection between your 1) experience outside the classroom (e.g. field work, volunteer work and personal) and 2) knowledge gained

in the classroom through lectures required readings, a skill referred to as triangulation. This assignment will allow you to learn more about a particular issue and the art of triangulation.

Assignment Instructions

A list of films will be provided and you must obtain approval regarding your choice. Once you have received this approval, you can begin working on your paper. Undergraduate students are required to write a 4-page minimum to 5-page maximum paper and graduate students a 5-page minimum to 6-page maximum paper. Please remember that this is not a film review; rather, it is a thoughtful and critical discussion of the material. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all the assignment descriptions.

In your paper, please cover the following areas. It is recommended that you use headings (main bullets below) in your paper in order to increase the readability of it.

- Introduction
- Brief summary of the film
- Discussion: should cover 1) new knowledge and insights you gained, 2) questions with which you were left; and 3) connections between your film, knowledge gained through classroom lectures and required readings, and your service learning experience (triangulation)
 - ~ The above three items can be discussed in no particular order
- Implications for social work practice and policy
- Conclusion
 - ~ Weave threads of your discussion together such that your reader has a sense of closure

Assignment Due Dates

- If you choose a film that is not on the list, you must obtain approval for your choice no later than February 5.
- Your completed paper is to be uploaded to the Canvas dropbox on February 19 prior to the beginning of class.
- The filename for your paper should be Last Name Critical Film Spring 2019. For example, the filename for my paper would be Schroepfer Critical Film Spring 2019.

You can earn up to 25 points on this assignment.

2. Obituary

Purpose of Assignment

An obituary is a very short story of one's life and includes key points defining that life. The clients to whom palliative and hospice social workers provide care at end of life are faced with their dying and subsequent death, and often reflect on what has defined their life and legacy. This assignment seeks to give you a glimpse into what terminally ill clients may be thinking about as they are dying and preparing for their death. It also provides you with an opportunity to gain an awareness of your emotions, values and beliefs regarding dying and death.

Assignment Instructions

Below, I have provided standard format guidelines often used in writing an obituary. Today's obituaries, however, are often longer and focused more on less tangible accomplishments and so I have also included a sample of a more creative obituary. You are welcome to be creative

in this assignment. For example, you can type your obituary up in a newspaper column format. Your grade for the obituary will be based on meeting the deadline, following instructions and, most importantly, the effort exhibited in regards to reflection in writing it.

You will also be required to write a full two page paper reflecting on what the experience was like for you and for anyone else you may have involved (e.g., family, friends, etc.). You will be graded on your critical thinking, depth of reflection, and writing. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all assignments.

Assignment Due Date

- Your cover sheet, obituary and paper are to be uploaded to the Canvas dropbox prior to the start of class on March 5.
- The filename for your paper should be Last Name Obituary Spring 2019. For example, the filename for my paper would be Schroeffer Obituary Spring 2019.
- **In addition, please bring a copy of your obituary to class that same day.**
- You can earn up to 15 points for this assignment.

Standard Format:

- Lead paragraph
 - Include deceased person's name (you) & one or two key points from your life
- Paragraph 2
 - Elaborate points from first paragraph & why they were important to you, your family, friends and community
- Paragraph 3
 - Discuss your life journey and the different milestones along the way
- Paragraph 4
 - Note honors and awards, discuss survivors, provide visitation, funeral and burial site information, and memorial contributions

Creative Format

John J. Jones

John Jones, 63, of Black River, passed away December 25, 2003. He was the son of Randall and Sue Jones, both deceased. He is survived by his brother James, his nephew Trevor, and many loving relatives and friends.

John completed his bachelor's degree and law degree at the University of North Dakota. He was in the United States Navy Reserves for twenty-seven years; five of those on active duty including two tours in Vietnam. He recently retired after a long and successful career as an attorney at law.

John was a cultured and enlightened gentleman with religious values and honor, frequently quoting Shakespeare, traits not often found among

3. Advance Directive

Purpose of Assignment

Palliative care and hospice social workers are often tasked with assisting clients in the completion of an Advance Directive, which can be an emotional experience for the client. This assignment requires that you complete your own Advance Directive so that you can not only gain some awareness of what a client may feel in completing their directive, but also experience another opportunity to further develop an awareness of your emotions, values and beliefs regarding dying and death.

Assignment Instructions

I will provide you with the Five Wishes advance directive document to complete. I will not read your completed directive, as I feel this document is private. When you turn in the document, I will quickly glance through it only to determine that it has been completed. Please note that for this class assignment you need not have witnesses sign your document.

You will also be required to write a full two page paper reflecting on what the experience was like for you and for anyone else you may have involved in your process (e.g., family, friends, etc.). In your discussion, include your thoughts about the use of the Five Wishes directive versus the standard state version. You will be graded on your critical thinking, depth of reflection, and writing. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all the assignment descriptions.

Assignment Due Date

- Papers (not the advance directive document) are to be uploaded to the Canvas dropbox prior to the start of class on March 12.
- The filename for your paper should be Last Name Adv Dir Spring 2019. For example, the filename for my paper would be Schroepfer Adv Dir Spring 2019.
- **In addition to uploading your paper, please bring a copy to class that same day, along with your completed advance directive.**
- You can earn up to 15 points for this assignment.

4. Ethical Issues in End-of-Life Paper

Purpose of Assignment

Palliative care and hospice social workers regularly face ethical issues in their daily practice. Due to public health improvements and advances in medicine, people now live longer than ever before. Often, the result is that individuals who would have died a natural death are faced with difficult end-of-life decisions, as are their family members when the individual can no longer make decisions for themselves. It is important that social workers gain a deeper understanding of the ethical issues that will present themselves when providing care to terminally ill individuals and their family members. Although we will discuss many of these issues in class, I also want you to have the opportunity to choose one about which you have an interest and the desire to learn more: this ethical issues paper will allow you to do so.

Assignment Instructions

You must first obtain approval regarding your choice of an ethical issue pertinent to the practice of social work and end-of-life care. Once you have received this approval, then you can begin working on your paper. Undergraduate students are required to write a 5-page

minimum to 6-page maximum paper and graduate students a 6-page minimum to 7-page maximum paper.

Below is a suggested outline for your Ethics paper. I recommend you use the main five sections as headings in order to increase the readability of your paper.

1. Introduction (One paragraph)
 - A. Identify and briefly describe the ethical issue your paper will address.
 - B. Document the nature or extent of the issue with a few basic descriptive statistics.
 - C. Answer the “So what?” question; that is, why is this issue important? Also, talk about what is the issue’s relevance to social work practice.
 - D. State the purpose of your paper
 - E. What will be accomplished in the discussion that follows? Briefly list the issues that will be discussed.
2. Literature Review
 - A. Overview of the state of the literature
 - 1) About 2 - 3 sentences
 - 2) Has a lot of work been done in this area?
 - 3) Is there much controversy?
 - 4) Make a couple of global statements about general state of the knowledge base.
 - B. Review the pros and cons related to your ethical issue.
 - 1) You cannot address all the pros and cons in the literature; instead, you must select two - three of each that you feel are the most salient.
 - 2) The rest of the discussion should be geared specifically toward the pros and cons you have identified.
 - 3) Make your specific point about a pro or con in the literature first. Then use specific studies to illustrate your point. Do not regurgitate the studies, though - synthesize them.
 - 4) As social workers we are dedicated to addressing issues of social injustice and so it is important to address the role of oppression, economic deprivation or discrimination.
3. Personal Stance on Issue
 - A. Having reviewed the literature, discuss what you feel is your stance on the issue, and the values and beliefs you hold that lead you to take this position
 - B. This section is written in first person (using “I”)
4. Potential Impact on Social Work Practice
 - A. Discuss how your position on the issue may impact your policy work (for those of you who do not plan to work directly with clients) or your practice with clients and family members (for those of you who do plan to do direct practice) facing this ethical issue.
 - B. This section is written in first person (using “I”)
5. Conclusion
 - A. Synthesize rather than simply summarize.
 - B. You can refer back to the main theme presented in your introduction (brings your reader full circle), briefly summarize main points of your paper, note any new insights you may have gained, and discuss implications for social work practice.

You may not use articles or book chapters assigned to you for this course as reference materials for your paper, nor any newspaper or magazine articles. Your sources should be from journals and books (non-social work and social work). I prefer that you do not use websites; however, if you feel it is unavoidable, you will need to obtain my approval. You must use APA (Sixth Edition) style for your paper formatting, citing & references. In order to insure that your use of APA style is accurate, please refer to the UW-Madison Writing Center's APA website: <http://writing.wisc.edu/Handbook/DocAPA.html>

Assignment Due Date

- You must 1) have obtained approval regarding your choice of an ethical issue by March 26; and 2) have uploaded your completed paper to the Canvas dropbox prior to the start of class on April 9.
- The filename for your paper should be Last Name Ethics Spring 2019. For example, the filename for my paper would be Schroepfer Ethics Spring 2019.
- Two points will be deducted if your topic approval is obtained after the deadline.
- You can earn up to 25 points on your paper.

5. Final Reflection Paper

Purpose of Assignment

This course sought to increase your knowledge base and practice skills necessary for working effectively with terminally ill individuals and their families. This assignment provides you with the space to reflect back on this semester and your learning process. In an essay format, please answer the following questions:

- How has this class increased your awareness of the values and beliefs you hold toward dying and death?
- How do you feel these values and beliefs might affect your work with terminally ill individuals and their families?
- How has this course increased your awareness of the role culture plays in insuring a quality dying process for terminally ill individuals and their families?
- Has your comfort level with the topic of death and dying changed? Please explain how or how not.
- What aspects of the course did you find to be most valuable and why? What aspects of the course did you find to be least valuable and why?

Assignment Instructions

Both undergraduate and graduate students are required to write a full four-page paper. You will be graded on your critical thinking, depth of reflection, answering all questions and writing. Be certain to adhere to the Writing Assignment Requirements listed below at the end of all assignments.

Assignment Due Dates

- You must upload your paper to the Canvas dropbox no later than NOON on May 6.
- The filename for your paper should be Last Name Reflection Spring 2019. For example, the filename for my paper would be Schroepfer Reflection Spring 2019.
- You can earn up to 20 points on your paper.

Writing Assignment Requirements:

All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

Papers Must:

- Use one-inch margins
- Use Times New Roman 12 point font
- Be double-spaced and each new paragraph indented ½ inch
- Use page numbers for all assignments
- Be spell and grammar checked
- Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title: do not place this information on the first page of your paper
- Use APA style when citing and referencing

Paper Organization:

- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from introduction to conclusion
- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

Do Not:

- Use contractions (for example: don't, can't)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases or end sentences in prepositions (for example: with, of)

Do:

- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and related experience outside of the classroom

Suggestion:

Set your word processing application's Spelling & Grammar Checker to a more stringent level. Below is an example of how to do so in Microsoft Word 2013.

1. Open a new or recently saved document in Word
2. Click on File on the menu bar
3. Click on Options (selection at the bottom of list)
4. Click on Proofing (third selection down), which is located on the vertical menu bar on the left-hand side of the page

5. In the new dialogue box that opens, look under the section entitled When Correcting Spelling and Grammar in Word and you will see Writing Style. Using the down-arrow, change the Writing Style from Grammar to Grammar & Style
6. To the right of the Grammar & Style Choice box is a button marked Settings – click on it
7. In the new dialogue box under the Grammar Section, make sure all the boxes are checked
8. Under the Style Section, make sure that all boxes are checked except for Passive Sentences and Use of First Person
9. Click on OK until you are back to your Word document
10. Your spelling and grammar checked are now set!

Grading Questions & Issues:

Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

VII. Course Policies

Attendance & Class Participation Policy

In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so you can receive an excused absence; you may receive no more than two excused absences per semester. **One point will be deducted from your grade for each unexcused absence incurred.**

Late Assignment Policy

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

Student Behavior & Classroom Climate Policy

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Students with Disabilities

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at <http://mcburney.wisc.edu>

Student Wellness

As a student you may experience a range of issues that can prove to be barriers to learning. These issues may include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608-265-5600) or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- Gender and Sexuality Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- <https://students.wisc.edu/doso/services/bias-reporting-process>
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW-Madison Police Department: uwpd.wisc.edu
- Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

Reading Assignments

You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Use of Electronic Devices in the Classroom

Research (University of Michigan Center for Research on Learning and Teaching, 2010; Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of such devices (e.g, laptops, smartphones, ipads, etc.) is **prohibited**. These devices must be turned off and stored before the beginning of class.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one's own work – in either written materials or speeches.
2. The presentation of ideas of others as one's own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author's original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.

- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

APPENDIX A

SW648 is an elective course. The focus of this course is on practice with children, adolescents, adults and elders who have a terminal illness, as well as their families. Social Work students will find that this course contributes to their achievement of the core competencies as follows:

<i>Competencies & Descriptions</i>	<i>Course Content Relevant to Dimensions* Comprising Competency</i>	<i>Location in Syllabus</i>
<p>2.1.1: Demonstrate ethical and professional behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Lectures, readings and discussions related to demonstrating ethical and professional behavior, as it relates to the profession's history, its mission, and role and responsibilities. (K, V)</p> <p>Videos & activities (K, V, C&AP)</p> <p>Assignments:</p> <ul style="list-style-type: none"> ▪ Obituary Assignment (K,V, C&AP) ▪ Advance Directive Assignment (K, V, S, C&AP) ▪ Ethical Issues in End-of-Life Paper (K, V, S, C&AP) ▪ Final Reflection Paper (V, C&AP) 	<p>Weeks 5, 6, 7 & 8</p> <p>Weeks 5, 6, 7 & 8</p> <p>Pages 10-11</p> <p>Page 12</p> <p>Page 12-14</p> <p>Page 14</p>
<p>2.1.2: Engage diversity and difference in practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lectures, readings and discussions related to engaging diversity and difference in practice. (K, V, S, C&AP)</p> <p>Videos & Activities (K, V, S, C&AP)</p>	<p>Weeks 2, 3, 4, 5, 6, 8, 10, 11, 12, 15</p> <p>Weeks 2, 3, 4, 5, 8, 10, 12, 15</p>

<p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected</p>	<p>Lectures, readings and discussions related to advancing human rights and social, economic and environmental justice. (K, V, S, C&AP)</p> <p>Videos & Discussions (K, V, S, C&AP)</p>	<p>Weeks 2, 4, 5</p> <p>Weeks 2, 4, 5</p>
<p>2.1.6: Engage with Individuals, Families, Groups 2.1.6. Engage with Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate</p>	<p>Lectures, readings and discussions related to engaging individuals, families, groups and communities (K, V, S, C&AP)</p> <p>Discussions (K, V, S, C&AP)</p>	<p>Weeks 10, 11, 12, 13, 14 & 15</p> <p>Weeks 10, 11, 12, 13, 14, 15</p>
<p>2.1.8: Intervene with Individuals, Families, Groups 2.1.8. Intervene with Organizations and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration</p>	<p>Lectures, readings and discussions related to assessing individuals, intervening with groups, organizations and communities</p> <p>Activities (K, V, S, C&AP)</p>	<p>Week 12</p> <p>Week 12</p>